



Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)

Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

Department of Human Development

M.Sc. Human Development

Programme Outcomes (POs)

1. Demonstrate coherent understanding of how individuals develop and change from conception to old age and analyze the interactionary effects of nature v/s nurture. Identify and implicate the theoretical conceptions of human development and behavior.
2. Acquire procedural knowledge that creates professional engagement with ethical integrity in the related fields of Human Development. Demonstrate professional and technical skills in teaching, curriculum development, counselling and guidance, creativity, organizational competence and research.
3. Demonstrate clarity of thought to articulate the domain specific ideas, opinions and provide constructive criticism through verbal and non verbal communication. Demonstrating presentation skills with well structured, logical information and explanation. Demonstrate effective communication to have efficient professional engagement with the community.
4. Demonstrate logical thought in relation to the principles, approaches and theories of human development. Capacity to analyze real life situations, problems and challenges of human beings and reason out the underpinning theoretical knowledge
5. Demonstrate the capacity to extrapolate the thinking process in devising strategies to overcome the challenges of self, family and society.
6. Demonstrate the ability to utilize learnt disciplinary skills, knowledge and experiences for personal and societal development.
7. Capacity to raise relevant questions and to recognize and predict the cause and effect relationship, test hypothesis, analyze, interpret and draw conclusions from data. (ii) Ability to derive inference and justifying it with supporting evidences and contribute to the research and development of the field of human development by fitting dissemination. (iii) Demonstrate research ethics and conduct like being objective, appreciating intellectual property and environment sustainability issues, avoiding unethical behaviours, fabrications, falsifying, misrepresentation of data and committing plagiarism.
8. Demonstrate the ability to formulate vision, organize working teams and promote team effort by respecting the collaborating relationship.
9. Capacity to use ICT facilities and navigate online learning platforms. Demonstrate effective use of software and tools for research and professional competencies and ability to design and develop ICT techniques related to child and human development.
10. Demonstrate self-regulated learning by identifying goals, initiate planning and execute in learning paths using available resources effectively.
11. Ability to embrace moral code of ethics and human values to be unbiased, truthful and live up to the demands and expectations of the society by following societal norms. Demonstrate ability to be open for experiences to promote learning to achieve optimal development and wellbeing.

Programme Specific Outcomes:

1. Coherent understanding of growth, development and wellbeing in all life stages and identify interactionary effects of nature vs nurture as well as theoretical implications of human development and behaviour.
2. Acquire knowledge for professional growth and exhibit skills in teaching, assessment, research and development by keeping abreast with the advances in the field of human development.
3. Develop, implement and evaluate domain specific framework and interventions for humans across life stages and advocate the same for the welfare of the society.

Scheme of Instruction and Examination
(For students admitted from 2023 – 2024 onwards)

Part	Subject Code	Name of Paper / Component	Hours of instruction / week		Scheme Examination				
			T	P	Duration of exam	CIA	CE	Total	Credit
First Semester									
I	23MHDC01	Theories of Human Development and Behaviour	4	-	3	40	60	100	5
	23MHDC02	Family Dynamics	3	-	3	40	60	100	4
	23MHDC03	Life Span Development I - (Conception-Childhood)	3	-	3	40	60	100	4
	23MHDC04	Fundamentals of Counselling	3	-	3	40	60	100	4
	23MHDC05	Early Childhood Education	4	-	3	40	60	100	4
	23MHDC06	Research Methods and Statistical Applications	4	-	3	100	-	100	4
	23MHDC07	Methods and Techniques of Assessment in Human Development – Practical I	-	4	3	40	60	100	3
	23MHDC08	Computer Applications in Human Development – Practical II	-	3	3	40	60	100	2
II		CSS / Adult Education / Community Engagement and Social Responsibility	2			25	-	-	2
Second Semester									
I	23MHDC09	Life Span Development II - (Adolescence- Middle age)	4	-	3	40	60	100	4
	23MHDC10	Essentials of Human Resource Development	3	-	3	40	60	100	4
	23MHDC11	Counselling Techniques and Approaches	4		3	40	60	100	4
	23MHDC12	Organization of ECE Programme	4	-	3	40	60	100	4
	23MHDC13	Test and Measures of Human Development and Behaviour– Practical III	-	4	3	40	60	100	3
	23MHDC14	Counselling Skills and Techniques – Practical IV	-	4	3	40	60	100	2
		Inter Disciplinary Course	4	-	3	40	60	100	4
	23MHDC15	Mini project	1	-		100	-	100	2
II	23MXCSS1/ 23MXAED1/ 23MXCSR1	CSS / Adult Education / Community Engagement and Social Responsibility	2	-	-	-	-	100	2
		Professional Certification	-	-	-	-	-	-	2
Internship during Summer Vacation (1 month)									
Third Semester									
I	23MHDC16	Gerontology	5	-	3	40	60	100	4
	23MHDC17	Human Rights (Open book)	3	-	3	100	-	100	4
	23MHDC18	Children with Special Needs	5	-	3	40	60	100	4
	23MHDC19	Personality Development	4	-	3	40	60	100	4

	23MHDC20	ECCE – Practices and Portfolio Development- Practical V	-	6	3	40	60	100	3
	23MHDC21	Life Skills for Quality Living – Practical VI	-	4	3	40	60	100	2
	23MHDC22	Appraisal of Child, Women and Family Welfare Programmes (<i>Self study course</i>)	1	-	3	40	60	100	4
		Multi Disciplinary Course	2	-	3	100	-	100	2
II	23MHDC23	<i>Internship in organizations / Institutions related to Human Development (Evaluation)</i>	-		-	100	-	100	2
Fourth Semester									
I	23MHDC24	Research Project	-	30	-	100	100	200	8
Total Credits									100

Note: Minimum 98+2 credits to earn degree

I. Other course to be undergone by the students of M.Sc. Human Development

a. MOOC Course – 2 - 4 credits

II. Courses offered by Human Development department for other major students

a. IDC – 23MHDI01- Adolescent Development and Behaviour

b. MDC – 23MHDM01- Perspectives in Marriage and Parenthood

III. Professional Certificate Course offered by Human Development department

a.23MHDPC1 - Emotional Intelligence

b.23MHDPC2 - School Psychology

Theories of Human Development and Behaviour

Semester-I
23MHDC01

Hours of instruction/week:4

No. of credits: 5

Course Objectives

To understand the major theories of human behaviour and development and its strengths, shortcomings and implications of each

Unit-I Evolutionary and biological theories

12

Human development as an interdisciplinary applied field Basic themes and issues

Gesell's maturational developmental theory Ethological theories

Brofenbrenner's ecological Theory Vygotsky's socio-cultural theory

Historical foundations and Twentieth century influences on the theories of human development (self study).

Unit-II Learning and Behavioural Theories

12

Pavlov's classical conditioning, Watson's behaviourism, Thorndike's law of effect, Skinner's Operant conditioning, Bandura's social learning theory

Language theories- The Behaviourist perspective, The Nativist perspective, The Interactionist perspective Implications (Self study)

Unit-III Cognitive development theories

12

Multi factor theories, Thurstone's primary mental ability, Guilford's structure of intellect model, Vernon's hierarchical model, Piaget's cognitive theory, Informational Processing, Gardner's Multiple Intelligence Implications (Self study)

Unit-IV Psychoanalytic theories

12

Freud's Psycho-analytic theory Erikson's Psycho-social theory Implications (Self study)

Unit-V Emotional and moral development theories

12

Emotional theories James-Lange theory Cannon-Bard theory

Schechter two factor theory Lazarus appraisal theory

Theories of morality- Piaget's moral theory, Kohlberg's moral theory Implications (Self study)

Total Hours 60

References:

Books

- Berk.L.E.(2000).Child Development, Allyn and Bacon, USA.
- Berk.L.E.,(2007),Development through the lifespan, Pearson Educational, NewDelhi
- Bhatt.N., (2007),Human development –A lifespan Perspective, Aavishkar Publishers, Jaipur
- Coen.D., (2000).Essentials of Psychology Exploration and Application, Wordsworth, USA
- Gerrig. R.J., and Zimbardo.P.G., (2006), Psychology and life, Pearson Educational, NewDelhi
- Hergenhahn.B.R and Olson.H.M.,(2005), An introduction to theories of learning, Prentice Hall of India, New Delhi
- Papalia. F.D (2005),Human Development, McGraw Hill Inc, NewYork
- Santrock.J.W. , (2006),Child Development, Tata Mc.Graw Hill Publishing Company, New Delhi
- Santrock.J.W.,(2007), A tropical approach to Lifespan development, Tata Mc.Graw Hill Publishing Company, NewDelhi
- Santrock.J.W., (2007), Psychology-Essentials, Tata Mc.Graw Hill Publishing Company, New Delhi

Journals

1. Journal of Child Development, Blackwell Publishers, US
2. Psychological Studies, ICSSR, NewDelhi
3. Research Highlights, Saradalaya Press, Coimbatore.
4. Young Children, Polly Green bug Publications, Washington.

Course Outcomes

1. Recognize the interdisciplinary attribute of human development and identify the theories of development based on each developmental domain and behaviour
2. Understand the assumptions, beliefs, limitations of the theories of human development and behaviour
3. Implicate the theoretical concept in inferring the human development and behaviour in various situations at all stages of life span
4. Analyse the problems and challenges of human beings and reason out the cause-and-effect relationship based on theories of human development and behaviour
5. Evaluate critically the implications of theoretical concepts and principles with real life situations

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	L	L	M	L	L	L	L	M	H	H	-
CO 2	H	H	H	L	L	M	L	L	L	L	M	H	M	-
CO 3	H	H	H	L	L	M	L	L	L	L	M	H	M	-
CO 4	H	M	M	L	L	H	M	L	L	L	M	H	M	-
CO 5	H	M	M	L	L	H	M	L	L	L	M	H	M	-

Family Dynamics

Semester-I
23MHDC02

Hours of instruction / week: 3

No. of credits:4

Course Objectives

To understand the concept of marriage, its relationships, maturity adjustment required and marriage laws

To acquire knowledge about changing trends in the family

Unit-I Perspectives of Marriage

Marriage- Definition, Concept, Types, Goals and Functions

Marital Adjustments- Debilitating & Facilitating factors

Theories of Marriage- Theory of Complementary Needs, Theory of Love, Filter Theory,

Stimulus- Value -Role Theory

9

Unit-II Perspectives of Family

Family- Definition, Concept, Goals And Functions.

Types and Characteristics of Family -Typical and Alternative Forms-Merits and Demerits

Theories and Approaches in Family - Family Life Cycle, Conflict Theory, Structural

Functionalism Theory, Symbolic Interaction Theory, Social Exchange Theory, Family

System Theory

9

Unit-III Issues and Challenges in Family

Changing trends in Marriage and Family, Challenges in modern family, LGBTQ+,

Remarriage

Family crisis -Causes, Types, Management and Intervention.

Family disorganization-Divorce, Separation, Desertion, Infidelity, Extramarital Affairs,

Domestic violence; Effect of family disorganization on family and children.

Family life education- reproductive health care, sex education (Self study)

9

Unit IV Parenthood and Parenting

Definition, Concept, Significance Roles and responsibilities of parenthood -Fathering,

Mothering Parenting styles -Authoritarian or Disciplinary, Permissive or Indulgent,

Uninvolved, Authoritative Child rearing practices Role of parents in early enrichment and

stimulation Need and importance of parent education(Self Study)

9

Unit- V Legal issues in marriage and family

Registration of marriage, Hindu Marriage Act, Muslim Marriage Act, Christian Marriage Act, Special Marriage Act, Dowry Prohibition Act, Adoption and Maintenance Act, Widow

Remarriage Act, Divorce and Family laws.

9

Total Hours 45

References:**Books**

1. Andersen.M.L and Tylour.H.F.,(2006), Sociology, Thomson Wardsworth, Australia
2. Baral,J.K and Chowdhry.A (2002), A Family in transition - power and development, Northern Book Center, NewDelhi
3. Carr.A.,(2003), Family therapy concepts, process and practice, John Wiley and Sons, Ltd., NewDelhi
4. Ratra.A,Kaur.P and Chhikara.S (2006), Marriage and family in divorce and changing scenario, Deep and Deep Publications Pvt. Ltd, New Delhi
5. Roy.P.K (2004), Family diversity in India, patterns, practices and ethics, Gyan Publishing House, New Delhi
6. Roy.P.K (2003),Family diversity in India, Gyan publishing House, New Delhi
7. Sheela.J (2003), Women's marriage in Indian cultural practice, Dominant Publishers and Distributors, New Delhi

Journals

1. Social change, Council for Social Development, New Delhi.
2. Social Welfare, Central Social Welfare Board, Samaj Kalyan Bhavan, New Delhi.
3. Vikasini Center for Women's Education, New Delhi.

Course Outcomes:

1. Understand the concept of marriage, family and parenthood and identify the types, goals and functions
2. Comprehend the theoretical perspectives of marriage and family
3. Analyze the challenges and changing trends in marriage, family and parenthood
4. Appraise the legal issues related to marriage and family
5. Devise a family dynamics model to promote family welfare

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PS O 2	PSO 3
CO 1	H	M	M	L	-	M	L	L	-	M	H	H	M	M
CO 2	H	M	M	L	-	M	L	L	-	M	H	H	M	M
CO 3	H	M	M	H	M	M	L	L	-	M	M	H	M	M
CO 4	H	M	M	L	-	-	L	L	-	M	M	M	-	L
CO 5	M	M	H	L	-	-	L	L	-	M	H	-	M	H



Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)

Re-accredited with A++ Grade by NAAC, CGPA 3.65/4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

Department of Human Development

M.Sc. Human Development

Programme Outcomes (POs)

1. Demonstrate coherent understanding of how individuals develop and change from conception to old age and analyze the interactionary effects of nature v/s nurture. Identify and implicate the theoretical conceptions of human development and behavior.
2. Acquire procedural knowledge that creates professional engagement with ethical integrity in the related fields of Human Development. Demonstrate professional and technical skills in teaching, curriculum development, counselling and guidance, creativity, organizational competence and research.
3. Demonstrate clarity of thought to articulate the domain specific ideas, opinions and provide constructive criticism through verbal and non verbal communication. Demonstrating presentation skills with well structured, logical information and explanation. Demonstrate effective communication to have efficient professional engagement with the community.
4. Demonstrate logical thought in relation to the principles, approaches and theories of human development. Capacity to analyze real life situations, problems and challenges of human beings and reason out the underpinning theoretical knowledge
5. Demonstrate the capacity to extrapolate the thinking process in devising strategies to overcome the challenges of self, family and society.
6. Demonstrate the ability to utilize learnt disciplinary skills, knowledge and experiences for personal and societal development.
7. Capacity to raise relevant questions and to recognize and predict the cause and effect relationship, test hypothesis, analyze, interpret and draw conclusions from data. (ii) Ability to derive inference and justifying it with supporting evidences and contribute to the research and development of the field of human development by fitting dissemination. (iii) Demonstrate research ethics and conduct like being objective, appreciating intellectual property and environment sustainability issues, avoiding unethical behaviours, fabrications, falsifying, misrepresentation of data and committing plagiarism.
8. Demonstrate the ability to formulate vision, organize working teams and promote team effort by respecting the collaborating relationship.
9. Capacity to use ICT facilities and navigate online learning platforms. Demonstrate effective use of software and tools for research and professional competencies and ability to design and develop ICT techniques related to child and human development.
10. Demonstrate self-regulated learning by identifying goals, initiate planning and execute in learning paths using available resources effectively.
11. Ability to embrace moral code of ethics and human values to be unbiased, truthful and live up to the demands and expectations of the society by following societal norms. Demonstrate ability to be open for experiences to promote learning to achieve optimal development and wellbeing.

Programme Specific Outcomes:

1. Coherent understanding of growth, development and wellbeing in all life stages and identify interactionary effects of nature vs nurture as well as theoretical implications of human development and behaviour.
2. Acquire knowledge for professional growth and exhibit skills in teaching, assessment, research and development by keeping abreast with the advances in the field of human development.
3. Develop, implement and evaluate domain specific framework and interventions for humans across life stages and advocate the same for the welfare of the society.

Scheme of Instruction and Examination
(For students admitted from 2023 – 2024 onwards)

Part	Subject Code	Name of Paper / Component	Hours of instruction / week		Scheme Examination				
			T	P	Duration of exam	CIA	CE	Total	Credit
First Semester									
I	23MHDC01	Theories of Human Development and Behaviour	4	-	3	40	60	100	5
	23MHDC02	Family Dynamics	3	-	3	40	60	100	4
	23MHDC03	Life Span Development I - (Conception-Childhood)	3	-	3	40	60	100	4
	23MHDC04	Fundamentals of Counselling	3	-	3	40	60	100	4
	23MHDC05	Early Childhood Education	4	-	3	40	60	100	4
	23MHDC06	Research Methods and Statistical Applications	4	-	3	100	-	100	4
	23MHDC07	Methods and Techniques of Assessment in Human Development – Practical I	-	4	3	40	60	100	3
	23MHDC08	Computer Applications in Human Development – Practical II	-	3	3	40	60	100	2
II		CSS / Adult Education / Community Engagement and Social Responsibility	2			25	-	-	2
Second Semester									
I	23MHDC09	Life Span Development II - (Adolescence- Middle age)	4	-	3	40	60	100	4
	23MHDC10	Essentials of Human Resource Development	3	-	3	40	60	100	4
	23MHDC11	Counselling Techniques and Approaches	4		3	40	60	100	4
	23MHDC12	Organization of ECE Programme	4	-	3	40	60	100	4
	23MHDC13	Test and Measures of Human Development and Behaviour– Practical III	-	4	3	40	60	100	3
	23MHDC14	Counselling Skills and Techniques – Practical IV	-	4	3	40	60	100	2
		Inter Disciplinary Course	4	-	3	40	60	100	4
	23MHDC15	Mini project	1	-		100	-	100	2
II	23MXCSS1/ 23MXAED1/ 23MXCSR1	CSS / Adult Education / Community Engagement and Social Responsibility	2	-	-	-	-	100	2
		Professional Certification	-	-	-	-	-	-	2
Internship during Summer Vacation (1 month)									
Third Semester									
I	23MHDC16	Gerontology	5	-	3	40	60	100	4
	23MHDC17	Human Rights (Open book)	3	-	3	100	-	100	4
	23MHDC18	Children with Special Needs	5	-	3	40	60	100	4
	23MHDC19	Personality Development	4	-	3	40	60	100	4

	23MHDC20	ECCE – Practices and Portfolio Development- Practical V	-	6	3	40	60	100	3
	23MHDC21	Life Skills for Quality Living – Practical VI	-	4	3	40	60	100	2
	23MHDC22	Appraisal of Child, Women and Family Welfare Programmes (<i>Self study course</i>)	1	-	3	40	60	100	4
		Multi Disciplinary Course	2	-	3	100	-	100	2
II	23MHDC23	<i>Internship in organizations / Institutions related to Human Development (Evaluation)</i>	-		-	100	-	100	2
Fourth Semester									
I	23MHDC24	Research Project	-	30	-	100	100	200	8
Total Credits									100

Note: Minimum 98+2 credits to earn degree

I. Other course to be undergone by the students of M.Sc. Human Development

a. MOOC Course – 2 - 4 credits

II. Courses offered by Human Development department for other major students

a. IDC – 23MHDI01- Adolescent Development and Behaviour

b. MDC – 23MHDM01- Perspectives in Marriage and Parenthood

III. Professional Certificate Course offered by Human Development department

a.23MHDPC1 - Emotional Intelligence

b.23MHDPC2 - School Psychology

Theories of Human Development and Behaviour

Semester-I
23MHDC01

Hours of instruction/week:4
No. of credits: 5

Course Objectives

To understand the major theories of human behaviour and development and its strengths, shortcomings and implications of each

Unit-I Evolutionary and biological theories

12

Human development as an interdisciplinary applied field Basic themes and issues

Gesell's maturational developmental theory Ethological theories

Bronfenbrenner's ecological Theory Vygotsky's socio-cultural theory

Historical foundations and Twentieth century influences on the theories of human development (self study).

Unit-II Learning and Behavioural Theories

12

Pavlov's classical conditioning, Watson's behaviourism, Thorndike's law of effect, Skinner's Operant conditioning, Bandura's social learning theory

Language theories- The Behaviourist perspective, The Nativist perspective, The Interaction is the perspective *Implications (Self study)*

Unit-III Cognitive development theories

12

Multi factor theories, Thurstone's primary mental ability, Guilford's structure of intellect model, Vernon's hierarchical model, Piaget's cognitive theory, Informational Processing, Gardner's Multiple Intelligence *Implications (Self study)*

Unit-IV Psychoanalytic theories

12

Freud's Psycho-analytic theory Erikson's Psycho-social theory
Implications (Self study)

Unit-V Emotional and moral development theories

12

Emotional theories James-Lange theory Cannon-Bard theory

Schechter two factor theory Lazarus appraisal theory

Theories of morality- Piaget's moral theory, Kohlberg's moral theory

Implications (Self study)

Total Hours 60

References:

Books

- Berk.L.E.(2000).Child Development, Allyn and Bacon, USA.
- Berk.L.E.,(2007),Development through the lifespan, Pearson Educational, NewDelhi
- Bhatt.N., (2007),Human development –A lifespan Perspective, Aavishkar Publishers, Jaipur
- Coen.D., (2000).Essentials of Psychology Exploration and Application, Wordsworth, USA
- Gerrig. R.J., and Zimbardo.P.G., (2006), Psychology and life, Pearson Educational, NewDelhi
- Hergenhahn.B.R and Olson.H.M.,(2005), An introduction to theories of learning, Prentice Hall of India, New Delhi
- Papalia. F.D (2005),Human Development, McGraw Hill Inc, NewYork
- Santrock.J.W. , (2006),Child Development, Tata Mc.Graw Hill Publishing Company, New Delhi
- Santrock.J.W.,(2007), A tropical approach to Lifespan development, Tata Mc.Graw Hill Publishing Company, NewDelhi
- Santrock.J.W., (2007), Psychology-Essentials, Tata Mc.Graw Hill Publishing Company, New Delhi

Journals

1. Journal of Child Development, Blackwell Publishers, US
2. Psychological Studies, ICSSR, NewDelhi
3. Research Highlights, Saradalaya Press, Coimbatore.
4. Young Children, Polly Green bug Publications, Washington.

Course Outcomes

1. Recognize the interdisciplinary attribute of human development and identify the theories of development based on each developmental domain and behaviour
2. Understand the assumptions, beliefs, limitations of the theories of human development and behaviour
3. Implicate the theoretical concept in inferring the human development and behaviour in various situations at all stages of life span
4. Analyse the problems and challenges of human beings and reason out the cause-and-effect relationship based on theories of human development and behaviour
5. Evaluate critically the implications of theoretical concepts and principles with real life situations

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	L	L	M	L	L	L	L	M	H	H	-
CO 2	H	H	H	L	L	M	L	L	L	L	M	H	M	-
CO 3	H	H	H	L	L	M	L	L	L	L	M	H	M	-
CO 4	H	M	M	L	L	H	M	L	L	L	M	H	M	-
CO 5	H	M	M	L	L	H	M	L	L	L	M	H	M	-

Family Dynamics

Semester-I
23MHDC02

Hours of instruction / week: 3
No. of credits:4

Course Objectives

To understand the concept of marriage, its relationships, maturity adjustment required and marriage laws

To acquire knowledge about changing trends in the family

Unit-I Perspectives of Marriage

9

Marriage- Definition, Concept, Types, Goals and Functions

Marital Adjustments- Debilitating & Facilitating factors

Theories of Marriage- Theory of Complementary Needs, Theory of Love, Filter Theory,

Stimulus- Value -Role Theory

Unit-II Perspectives of Family

9

Family- Definition, Concept, Goals And Functions.

Types and Characteristics of Family -Typical and Alternative Forms-Merits and Demerits

Theories and Approaches in Family - Family Life Cycle, Conflict Theory, Structural

Functionalism Theory, Symbolic Interaction Theory, Social Exchange Theory, Family

System Theory

Unit-III Issues and Challenges in Family

9

Changing trends in Marriage and Family, Challenges in modern family, LGBTQ+, Remarriage

Family crisis -Causes, Types, Management and Intervention.

Family disorganization-Divorce, Separation, Desertion, Infidelity, Extramarital Affairs,

Domestic violence; Effect of family disorganization on family and children.

Family life education- reproductive health care, sex education (Self study)

Unit IV Parenthood and Parenting

9

Definition, Concept, Significance Roles and responsibilities of parenthood -Fathering,

Mothering Parenting styles -Authoritarian or Disciplinarian, Permissive or Indulgent,

Uninvolved, Authoritative Child rearing practices Role of parents in early enrichment and

stimulation Need and importance of parent education(Self Study)

Unit- V Legal issues in marriage and family

9

Registration of marriage, Hindu Marriage Act, Muslim Marriage Act, Christian Marriage

Act, Special Marriage Act, Dowry Prohibition Act, Adoption and Maintenance Act, Widow

Remarriage Act, Divorce and Family laws.

Total Hours 45

References:**Books**

1. Andersen.M.L and Taylour.H.F.,(2006), Sociology, Thomson Wardsworth, Australia
2. Baral,J.K and Chowdhry.A (2002), A Family in transition - power and development, Northern Book Center, NewDelhi
3. Carr.A.,(2003), Family therapy concepts, process and practice, John Wiley and Sons, Ltd., NewDelhi
4. Ratra.A,Kaur.P and Chhikara.S (2006), Marriage and family in divorce and changing scenario, Deep and Deep Publications Pvt. Ltd, New Delhi
5. Roy.P.K (2004), Family diversity in India, patterns, practices and ethics, Gyan Publishing House, New Delhi
6. Roy.P.K (2003),Family diversity in India, Gyan publishing House, New Delhi
7. Sheela.J (2003), Women's marriage in Indian cultural practice, Dominant Publishers and Distributors, New Delhi

Journals

1. Social change, Council for Social Development, New Delhi.
2. Social Welfare, Central Social Welfare Board, Samaj Kalyan Bhavan, New Delhi.
3. Vikasini Center for Women's Education, New Delhi.

Course Outcomes:

1. Understand the concept of marriage, family and parenthood and identify the types, goals and functions
2. Comprehend the theoretical perspectives of marriage and family
3. Analyze the challenges and changing trends in marriage, family and parenthood
4. Appraise the legal issues related to marriage and family
5. Devise a family dynamics model to promote family welfare

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PS O 2	PSO 3
CO 1	H	M	M	L	-	M	L	L	-	M	H	H	M	M
CO 2	H	M	M	L	-	M	L	L	-	M	H	H	M	M
CO 3	H	M	M	H	M	M	L	L	-	M	M	H	M	M
CO 4	H	M	M	L	-	-	L	L	-	M	M	M	-	L
CO 5	M	M	H	L	-	-	L	L	-	M	H	-	M	H

Life Span Development I - (Conception - Childhood)

Semester - I

Hours of instruction /week: 3

23MHDC03

No. of credits: 4

Course Objectives

To enable students understand the meaning and facts of developmental changes

To recognize the dimension and pattern of development from conception to childhood

Unit-I Foundations of development

9

Growth and development - Concept and principles Stages of development

Domains of development and its interrelationship Heredity-environment interaction

Factors affecting growth and development. *Havighurst's developmental tasks - Infancy through childhood (Self-study)*

Unit-II Prenatal development and birth

9

Conception - Structure of Ovum and Sperm, process of fertilization

Prenatal development - the period of ovum, embryo and foetus

Risks and Complications during Pregnancy

Factors influencing/debilitating prenatal development

Signs and symptoms of pregnancy (Self study)

The stages of child birth Types of delivery - Natural, caesarean, instrumental, breech delivery. Birth complications - Oxygen deprivation, preterm and low birth weight infants, post term infants, still birth

Unit-III Infancy and toddlerhood (The first two years)

9

Neonates - appearance, adaptations/adjustments; New born reflexes

Characteristics of infancy and toddlerhood. Physical development - body growth, brain development, motor development, perceptual development. Motor development - development of motor skills. Cognitive development - Sensori-motor stage, information processing and metacognition. Language development - receptive and expressive language. Emotional development - development of basic emotions, recognizing and responding to the emotion of others, the emergence of complex emotions, temperament

Social development - Development of attachment and its four phases

Milestones of toddlerhood (Self study)

Unit-IV Early childhood (2-6 Years)

9

Characteristics, Physical development - body growth and brain development, motor development, handedness. Cognitive development - The Preoperational stage and information processing. Language development - vocabulary development, grammatical development. Emotional development - self understanding, changes in complex emotions, improvements in emotional self-regulation, Social development - Self-concept; peer, family and school relations. Foundations of moral development. *Milestones of early childhood period (self study)* Habit formation - principles, importance and methods (Self study)

Unit-V Late Childhood (6- 11 Years)

9

Characteristics, Physical development - body growth and brain development, motor development Cognitive development - The Concrete operational stage and information processing Language development - vocabulary, grammar, pragmatics, Bilingualism, Multilingualism Emotional development - changes in self-understanding and self-regulation, understanding others, Social development - peer groups, friendships.

Moral development - Justice. *Milestones of late childhood period (Self study)* Common behavior problems during late childhood period (Self study)

Total Hours 45

References Books :

1. Berk.L.E.,(2007), Development through the life span, Pearson Educational, New Delhi
2. Berk. L.E., (2000), Childhood to adolescence, Mc.Graw Hill Company, London
3. Cobb. N.J., (2001), The child, infants, children and adolescents, Mayfield Publishing company, California
4. Hurlock.E.B., (2005), Child development, Tata Mc.Graw Hill Publishing Company, New Delhi
5. Hurlock.E.B., (2005), Child growth and development, Tata Mc.Graw Hill Publishing Company, New York
6. Hurlock.E.B., (2006), Developmental Psychology – A life span approach, Tata Mc.Graw Hill Publishing Company, New Delhi
7. Santrock.J.W., (2006), Child Development, Tata Mc.Graw Hill Publishing Company, New Delhi
8. Santrock.J.W., (2007), A tropical approach to life span development, Tata Mc.Graw Hill Publishing Company, New Delhi

Course Outcomes:

1. Recognize the stages of life span and recall the development associated with each stages
2. Understand the sequence and the process of life span development from conception till childhood
3. Analyze the interaction and interdependency of the developmental domains through conception till childhood
4. Evaluate the heredity vs environment / nature vs nurture's interaction and impact on the developmental domain through conception till childhood
5. Formulate a framework depicting the interaction, interdependency and nature vs nurture influences on all the developmental domains through conception till childhood

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 1	PO 2	PO 3
CO 1	H	H	H	M	L	H	L	L	L	M	M	H	M	-
CO 2	H	H	H	M	L	H	L	L	L	L	M	H	M	-
CO 3	H	H	H	L	L	M	M	L	L	L	M	-	M	L
CO 4	H	M	M	L	L	H	M	L	L	L	M	-	L	L
CO 5	H	M	M	M	L	H	M	L	L	L	M	-	L	-

Fundamentals of Counselling

Semester- I
23MHDC04

Hours of instruction/week: 3
No. of credits: 4

Course Objectives

To enable students to understand the needs and principles of counselling and required compatibilities of counselor

Unit-I Counselling - Overview

Definition, need, goals, scope and principles

Concept of counseling - differences and linkages between guidance and counselling, counselling and psychotherapy

Unit-II The Counsellor

Prerequisites and characteristics of counsellor

Qualities of effective counsellor

Ethical considerations for counsellor

Common problems of beginners (Self Study)

Unit-III Counselling Skills

Core skills - Empathy, Congruence, Unconditional positive regards, Concreteness, Confidentiality

Self-disclosure, Confrontation, Immediacy

Attending skills - SOLER; Observation and listening

Responding skills - Responding to content, feelings and meaning; EISPU, Responding to silent, Resistant and Reluctant client

Personalizing skills - Personalizing to meaning, Problems, Goals, Decision making

Initiating skills - Goal setting, Developing programme, Designing schedules and reinforcements, Implementing programme

Unit-IV Counselling Process

Prerequisites for counselling process

Stages of counselling process - Relationship building, Assessment and diagnosis, Formulation of counselling goals, Intervention and problem solving, Termination and follow up, Research and evaluation

Unit-V Special areas of Counselling

Child and adolescent counselling - Special problems of children, Child abuse and neglect, Depression, Anti-social behaviour

Marriage and Family counselling - Counselling process, Marital assessment, Skill based marriage counseling, Psycho dynamic family counseling, Experiential family counselling, Structural family counselling, Strategic family counselling, Adlerian family counselling and the counselling process

Mental health counseling - Mental health and disorders,

Approaches to Counselling Risk Behaviours- suicide, substance abuse problems, Smoking and Alcoholism (Self Study)

Total Hours 45

Reference Books:

1. Manju G. (2003). Effective Guidance and Counselling, Mangal Deep Publishers, Jaipur.
2. Michael S.N. (1993). The Art and Science of Counseling and Psychotherapy. Merrill Pub Co. USA.
3. Nayak. N.K. (2002). Guidance and Counselling, APH Publishing Co, New Delhi.
4. Nayak.A.K and Rao.V.K., (2007). Guidance and career counselling, APH publishing corporation, New Delhi.
5. Pandey.V.C. (2005). Child counseling, Isha Book Publishers, New Delhi.
6. Patri.V.R., (2005). Counselling psychology, Author Press, New Delhi
7. Peterson, L.E. and Wefel, E.R (2000). Counselling Process, John Wiley , Japan
8. Rao. N.S., Srihari. M., and Rao, B.D., (2004). Guidance and Counselling, Discovery Publications, New Delhi
9. Selvan. B. (2000). Hand book of Counselling Psychology. John Wiley. New York.
10. Sharma. A.S., (2008). Counselling psychology, Common wealth Publisher, New Delhi.
11. Sharoy. J. (2005). Counselling children, adolescents and families, Sage Publications, London

Course Outcomes:

1. Recognize the need for counselling and recall the goals and principles
2. Understand the concept of counselling and importance of counselling skills and qualities of counsellor
3. Implications of counselling skills in counselling process
4. Evaluate the counselling skills, process and qualities of counsellors in special areas of counselling
5. Develop a counselling model to address the special areas of counselling

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	M	M	M	L	L	L	L	L	H	-	-
CO 2	M	H	H	M	H	H	L	H	M	M	H	H	-	-
CO 3	L	H	H	H	H	H	L	H	M	H	H	-	H	-
CO 4	L	H	H	H	H	H	M	H	M	M	H	-	H	-
CO 5	L	H	H	H	H	H	H	H	H	M	H	-	-	H

Early Childhood Education

Semester- I
23MHDC05

Hours of Instruction /Week: 4
No. of Credits: 4

Course Objectives:

To enable the students to understand Developmentally Appropriate Practice in ECE setting

Unit-I Overview

ECE- Definition, Concept, Significance, Objectives and Scope of ECE

Types of ECE settings;

ECE professionals - Professionals working with children and working for children,
prerequisites and characteristics of professionals

Self Study - Current trends in ECE - Global and Indian context

12

Unit-II Implications of developmental theories in ECE settings

Erikson's Psychosocial theory

Maslows's Self- Actualization

Piaget's Cognitive theory

Vygotsky's Social learning theory

Skinner's Operant Conditioning

Bandura's Modeling and Observational learning

Gardener's Multiple Intelligence

12

Unit-III Understanding ECE from developmental perspectives

Developmentally Appropriate Practice (DAP) - Definition, Concept, Core considerations

Principles of Child Development - practical application in DAP

Dimensions of DAP - Caring community, Teaching, Planning curriculum, Assessment,

Reciprocal relationships

Self Study - Consequences of developmentally inappropriate ECE practices

12

Unit-IV Early learning Environment- Physical, Social/ emotional

Developmentally appropriate physical environment for infant, toddlers and preschoolers;

Developmentally appropriate Social and emotional environment for infant, toddlers and preschoolers

12

Unit-V Early learning Environment- Cognitive, Language/ Literacy

Developmentally appropriate cognitive environment for infant, toddlers and preschoolers;

Developmentally appropriate language and literacy environment for infant, toddlers and preschoolers

12

Total Hours 60

Text Books:

1. Gupta, S. M. (2016). Early childhood Care and education, PHI Learning Private Ltd, New Delhi
2. Hildebrand. V., (1986). Introduction to Early Childhood Education, Collier Macmillan Publishers, London.
3. Kaul. V., (2009). "Early Childhood Education Programme". National Council of Educational Research and Training, New Delhi.
4. McMillan. M., (2006). The nursery school, Cosmo publications, New Delhi
5. Mishra. R.C., (2005). Early childhood care and education. APH Publishing corporation, New Delhi
6. Mohanty, J. and Mohanty. B., (2002). Early childhood care and Education, Deep and Deep Publishers, New Delhi
7. Siddiqi. N., Bhatia. S., and Biswas. S., (2005). Early Childhood Care and Education (Book 1), DOABA HOUSE, New Delhi.

Reference Books:

1. Bredekamp. S., (2014). Effective Practices in Early Childhood Education: Building a Foundation, 2nd Edition. Pearson Education, Inc. USA.
2. Gestwicki. C., (2014). Developmentally Appropriate Practice: Curriculum and Development in Early Education, Fifth Edition, Wadsworth, Cengage Learning, USA.
3. Bredekamp. S. and Copple. C., (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. NAEYC. USA.

Course Outcomes:

1. Recall the significance, objectives, scope and types of ECE settings and professionals
2. Understand the concept of DAP and early learning environment in ECE programmes
3. Infer and apply the implication of developmental theories in ECE settings
4. Evaluate the consequences of developmentally inappropriate practices in the existing ECE scenario.
5. Design a sample domain specific activity based on DAP principles

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	H	M	-	L	L	L	L	L	H	H	M	L
CO 2	H	H	H	H	L	M	L	M	M	M	H	H	H	H
CO 3	H	H	H	H	H	M	M	M	L	M	H	H	H	H
CO 4	H	H	H	H	M	H	M	H	L	M	H	H	H	H
CO 5	H	H	H	H	H	H	H	H	H	H	H	H	H	H

Research Methods and Statistical Applications

Semester- I
23MHDC06

Hours of instruction/week: 4

No. of credits: 4

Course Objectives:

To enable the students to -

Understand the fundamental principles and techniques of methodology concerning research

Apply statistical procedure to analyze numerical data and draw inferences

Unit-I Introduction to Research, types of research and research design

14

Definition, Objectives and Characteristics of research

Types of Research and design - Cross-sectional, Longitudinal, Sequential, Basic, applied, Action, Evaluation and Experimental Surveys - Descriptive, Diagnostic and Exploratory

Sampling design - Probability and non-probability sampling methods

Self Study - Identifying the research problems under each type

Unit-II Data and Tools of data collection

12

Primary and Secondary data - Data sources Schedules and Questionnaires

Use of interviews and types of interviews Pre-testing and Pilot study

Editing and coding of data

Self Study - Formulation of questionnaires and schedules

Unit-III Organization and Representation of data, Report writing

12

Classification - Qualitative, Quantitative

Frequency distribution - Discrete and continuous Tabulation of data parts of a table

Diagrammatic - One dimensional diagrams, Two dimensional diagrams-pictogram and cartography Graphical, frequency graphs - Line, Polygon, Curve Histogram

Cumulative frequency graphs - O gives Components of research design/ layout of a thesis

Articles/ abstract writing for researches in child development

Self Study - Consolidating data and forming tables, Drawing graphs and diagrams appropriately

Unit-IV Descriptive Measures

10

Mean, median, mode, their applications

Measures of dispersion- standard deviation, coefficient of variation, percentiles and percentile ranks - statistical applications in the researches on health status of children and adolescents Correlation, co efficient and its interpretation, rank correlation, regression

equations and predictions Association of attributes, contingency table

Self Study - Working out numerical sums and interpret

Unit-V Probability and Tests of Significance

12

Rules of probability and its applications - Normal, binomial, their properties, importance of these distributions in research studies

Large and small sample tests in the case of surveys on health indicators of children

't', F and chi square tests ANOVA and applications

Self Study - Numerical applications and drawing inferences, demonstration of SPSS

Total Hours 60

References:

Books

1. Devadas. R.P., (2000). A Handbook on methodology of Research, Sri Ramakrishna Vidyalaya, Coimbatore,
2. Gosh.B.N., (1985) Scientific Methods and Social Research Sterling Publishers Pvt.ltd., New Delhi.
3. Gupta.S.P., (2002). Statistical Methods, Sultan Chand and Sons, New Delhi,
4. Kothari.G.R., (2004). Research Methodology, Methods and Techniques, Wiley Eastern Limited, New Delhi,
5. Kumar. R., (2011). Research Methodology: A Step-by-Step Guide for Beginners. SAGE Publications India Pvt Ltd. New Delhi.
6. Sidhu, K.S., (2006). Methodology of Research in Education Sterling Publishers Pvt. Ltd., New Delhi.
7. Srivastava.A.B.L and Sharma. K.K., (2003). Elementary Statistics in Psychology and Education, Sterling Publishers Pvt.ltd.

Course Outcomes:

1. Recognize the characteristics and types of research and research design and measures of central tendency
2. Understand the sampling methods, data collection methods and data classification
3. Analyze the data classification types and the application of statistical analysis
4. Apply the statistical tests of significance and descriptive measures to interpret the results and draw conclusions
5. Formulate the research design using all the components and develop a thesis layout according to the research problem

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	-	M	L	-	L	M	H	-	M	M	M	-	-	-
CO 2	-	H	L	-	-	M	H	-	M	M	M	M	-	-
CO 3	-	H	M	H	M	M	H	-	H	H	H	-	M	-
CO 4	-	H	M	H	H	M	H	M	H	H	H	-	M	M
CO 5	-	H	M	H	H	M	H	M	H	H	H	-	-	H

Methods and Techniques of Assessment in Human Development – Practical I

Semester - I
23MHDC07

Hours of Instruction/week: 4
No. of credits: 3

Course Objectives

To understand the methods and techniques of studying Human Development

To learn to apply the assessment techniques in analyzing the growth and development of an individual

Unit-I Methods of studying Human Development 10

Significance and types of research in human development – longitudinal, cross-sectional & sequential study

Conducting a cross sectional study

Unit-II Developmental assessment for children in early years 15

Administration techniques of APGAR scale

Administration, scoring and interpretation of –

Infant Toddler Development Assessment

Bayley Scales of Infant and Toddler Development- III

DAYC-2: Developmental Assessment of Young Children- 2nd Ed.

Unit-III Techniques to assess physical development 10

Anthropometric measurements and indices- height, weight, head, chest and mid upper arm circumference skin fold thickness, BMI

Unit-IV Tests to measure intellectual development 15

Administration, scoring and interpretation of –

Wechsler's Intelligence Scale for Children

Bhatia's Battery of Performance tests of intelligence

Mallins Intelligence test

Raven's Progressive Matrices

Unit-V Tests to measure social and emotional development 10

Administration, scoring and interpretation of –

Social Intelligence Scale

Social Maturity Scale

Sociometric method and sociogram

Emotional intelligence

Measures of Psychological Development

Total Hours 60

Course Outcomes:

1. Understand the methods of conducting research in Human Development
2. Identify the classification of the methods and techniques of assessment in domains of Development
3. Apply methods and techniques of assessment of growth and development
4. Analyze the assessment of growth and development and draw indices based on the methods and techniques used
5. Evaluate and interpret the results of assessment of growth and development.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO1	PSO 2	PSO 3
CO 1	M	H	M	H	H	H	H	H	M	H	H	H	H	M
CO 2	M	H	M	H	H	M	H	L	M	H	H	H	M	L
CO 3	H	H	H	H	H	H	H	H	H	H	H	H	H	H
CO 4	H	H	H	H	H	H	H	M	H	H	H	H	H	H
CO 5	H	H	H	H	H	H	H	M	H	H	H	H	H	H

Computer Applications in Human Development – Practical II

Semester I

Hours of Instruction /Week:3

23MHDC08

No. of Credits:2

Course Objectives:

To enable the students to understand the fundamentals of computers and applications in research oriented computation

Unit-I MS Word

9

Text manipulations, usage of numbering, tools, headers, bullets;
Usage of spell check, find and replace, text formatting, picture insertion and alignment;
Creation of tables, formatting tables, drawing borders around cells;
Creation of templates, copying text-inserting picture, inserting backdrop images
Designing leaflets, pamphlets, booklets, cover pages, posters

Unit-II MS Power Point

9

Creating, designing presentation, saving, inserting clip art, word art and picture, changing slide layout,
Applying transitions, animation effects,
Preparing note pages, printing a presentation,
Application of hyperlink,
Presenting power point

Unit-III MS Excel

9

Creation of worksheet, entering information, alignment, editing data in cell
Changing of columns width, row height, moving, copying, inserting and deleting rows and columns,
Creation and formatting of charts and graphs, functions and formulas

Unit-IV Statistical Analysis using online software

9

Functions, menus, commands;
Defining variables
Manual and automated input of data and file import,
Descriptive and Statistical data analysis

Unit-V Corel Draw

9

Functions, menus, tool box,
Drawing and Coloring,
Mastering with Text,
Applying Effects.

Total Hours 45

Course Outcomes:

1. Understand the fundamentals of computer applications and its usage
2. Identify the applications of operating basic software for academic and research
3. Purpose Implement the computer applications in academic and research work
4. Evaluate the applications of SPSS in research work
5. Design related academic portfolio by using various learned applications

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		H	H		M	M	M		H	H	M	H	H	H
CO 2		M	H	M	M	M	M		H	M		H	H	M
CO 3		L	M		M	L	L		H	M		H	M	H
CO 4		M	L	L	H	M	H		H	M		M	M	L
CO 5		L			L	M		M	H			L	M	L

Life Span Development II - (Adolescence - Middle age)

Semester - II
23MHDC09

Hours of Instruction/week: 4
No. of credits: 4

Course Objectives

To enable students understand the meaning and facts of developmental changes from adolescence to middle age

To recognize the dimension and pattern of development from adolescence to middle age

Unit-I Adolescence - Physical and Cognitive development

12

Definition and Concept - Biological, Sociological and Psychological perspectives, Rites of passage, Adolescent development according to Anna Freud, Margret Mead, Stanley Hall
Physical development - Puberty, Growth spurt, Primary and secondary sexual characteristics, Psychological impact of physical changes
Cognitive development - Piaget's formal operational stage, Vygotsky's theory, Information processing, Perspective taking and Metacognition

Unit-II Adolescence - Psychosocial development

12

Psychological development - Self concept, Self esteem, Interest and Attitude
Erikson's stage of Identity Vs Role confusion, Identity paths according to James Maria Moral
development - Sex differences, Piaget's and Kohlberg's moral reasoning theory, Social
development - Peer relationship and friendship, Parent adolescent relationships and conflict, Sibling
relationship

Unit-III Adolescence - Problems and Management

12

Physical and Physiological problems - body image, height, weight, skin, colour, acne, reproductive/sexual health issues and psychosomatic problems
Sociological problems - Teenage pregnancy, Juvenile delinquency
Psychological problems - Eating disorders, Stress and Depression, Anxiety disorders, Adjustment and behaviour problems, Risk behavior Educational and vocational problems
Causes and Management of problems of adolescents

Unit-IV Early adulthood and Middle age - Physical and Cognitive development

12

Developmental tasks and milestones Physical development - Biological aging, Physical changes - Cardiovascular and Respiratory systems, Motor performance, Immune system
Cognitive development - Changes in mental abilities - Crystallized and fluid intelligence, Information processing - Speed, Attention, Memory, Problem solving and Creativity

Unit-V Early adulthood and Middle age - Psychosocial and Vocational development

12

Emotional and social development - Erikson's theory - Intimacy Vs Isolation & Generativity Vs Stagnation, Levinson's seasons of life, Vaillant adaptation to life, Social clock, mid-life crisis, Stability and change in self-concept and personality Vocational development during Early adulthood - vocational choice and career development- Selecting a vocation, factors influencing the choice , establishing career, combining work and family Vocational life during Middle age - job satisfaction, career development, career change, unemployment, planning for retirement, *Relationships at early adulthood - romantic love, friendships, loneliness (Self study). Relationships at midlife - marriage and divorce, changing parent-child relationships, grandparenthood, siblings, friendships, relationship across generations- Middle aged children and their aging parents (Self study)*

Total Hours 60

References Books

1. Berk, L.E., (2007). Development through the life span, Pearson Educational, New
2. Berk. L.E., (2000). Childhood to adolescence, Mc.Graw Hill Company, London
3. Cobb. N.J., (2001). The child, infants, children and adolescents, Mayfield Publishing company, California
4. Hurlock. E.B., (2004). Child growth and development, Tata Mc.Graw Hill Company, New York
5. Hurlock.E.B., (2005). Child development, Tata Mc.Graw Hill Publishing Company, New Delhi
6. Hurlock.E.B., (2005). Child growth and development, Tata Mc.Graw Hill Publishing Company, New York
7. Hurlock.E.B., (2006). Developmental Psychology – A life span approach, Tata Mc.Graw Hill Publishing Company, New Delhi
8. Santrock.J.W., (2006). Child Development, Tata Mc.Graw Hill Publishing Company, New Delhi
9. Santrock.J.W., (2007). A tropical approach to life span development, Tata Mc.Graw Hill Publishing Company, New Delhi

Course Outcomes:

1. Recognize the developmental tasks and milestones and recall the concept of development from adolescence to middle age
2. Understand the development in the theoretical perspectives across adolescence to middle age
3. Analyze the development and its interdependency, attainment of developmental tasks and individual differences and the existing problems during adolescence to middle adulthood
4. Evaluate the problem areas and its management strategies being focused on the causative factors during adolescence to middle adulthood
5. Formulate a framework to highlight development during adolescence to middle adulthood, theoretical perspective of the development, associated problems and management strategy

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO1	PSO 2	PSO 3
CO 1	H	H	H	M	L	H	L	L	L	M	M	H	M	-
CO 2	H	H	H	M	L	H	L	L	L	L	M	H	M	-
CO 3	H	H	H	L	L	M	M	L	L	L	M	M	L	-
CO 4	H	M	M	L	L	H	M	L	L	L	M	-	M	M
CO 5	H	M	M	M	L	H	M	L	L	L	M	-	L	M

Essentials of Human Resource Development

Semester- II
23MHDC10

Hours of instruction/week: 3
No. of credits: 4

Course Objectives

To enable students acquire the fundamental knowledge on the areas of human resources from organization behaviour to people management and explore the latest techniques in developing people resources.

Unit-I Human Resource Development (HRD) – An overview 9

Concept and definition, need, characteristics, goals and beliefs of HRD

Dimensions of human resources

Relationship between Human Development and Human Resource Development

Human resource managers – roles and qualities (self study)

Unit-II The behavioural bases of HRD 9

Factors influencing individual differences – Self awareness, communication, emotional, social intelligence and motivation (Self study)

Factors influencing the behaviour of groups - Membership of groups and the expectation from group members, interaction within and between groups and the task

Unit-III Human resource planning 9

Human resource planning- Concept and meaning, importance, characteristics, factors influencing, requirements, barriers The planning process *Recruitment and selection- Job analysis, job description and job specification (Self study)*

Unit-IV Assessing performance and developing people 9

Performance appraisal- Objectives, importance, characteristics Process and methods of performance appraisal Factors affecting performance appraisal Training and development- Objectives, importance, characteristics, areas Process and methods of training and development

Unit-V Career planning, development and soft skills 9

Concept, features of career

Career development cycle

Career anchors

Career planning – need, objectives and process

Career development – individual and organization

Total Hours 45

Reference Books :

1. Ahmad, S., (2000). New dimensions in human resource management, Discovery publishing house, New Delhi
2. Aswathappa, (2002). Human resource and personnel management, McGraw hill publishing company, New Delhi
3. Bhatia, B.S, and Batra, B.S., (2003). Human Resource development, Deep and deep publications, New Delhi
4. Chandra. H., (2006). Human resource development- Theories and practice, Misra publishers, New Delhi
5. Fisher, C.D, Schoenfeldt, L.F., Shaw, J.B., (2004). Human resource management, Dream tech press, New Delhi
6. Pattanayak, B., (2003). Human resource management - 2nd edition, Prentice hall of India, New Delhi
7. Rao, V.S.P., (2000). Human resource management - text and cases, Excel books, New Delhi
8. T.V.Rao., (2002). Human resource development, Sage publications, New Delhi
9. Tiwari, T.D, and Thakkar, A., (2005). Human resource development, Wisdom publications, New Delhi
10. Tyson.S., (2006). Essentials of Human resource management, 5th edition, Butterworth-Heinemann Publishers, USA

Course Outcomes:

1. Recognize the need, characteristics, significance and types of Human Resource Development, Human Resource Planning, Training and Development, Performance Appraisal and Career Planning
2. Elaborate the process of Human Resource Planning, Training and Development, Performance Appraisal and Career Planning
3. Analyze the behavioural bases for Human Resources and the relationship between Human Development and Human Resource Development
4. Evaluate the factors affecting Human Resource Development, Human Resource Planning, Training and Development, Performance Appraisal and Career Planning
5. Design a training module for formulating the behavioural bases of Human Resources

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	L	L	H	L	L	L	L	M	-	M	-
CO 2	H	H	H	L	L	M	L	L	L	L	M	-	M	-
CO 3	H	H	H	M	L	M	L	M	L	L	M	L	-	-
CO 4	H	M	H	H	L	H	M	M	L	M	M	L	L	L
CO 5	H	H	M	M	M	H	M	L	L	L	M	-	M	H

Counselling Techniques and Approaches

Semester - II
23MHDC11

Hours of instruction/week: 4

No. of credits: 4

Course Objectives

To enable students to understand various techniques and therapies used in counselling

Unit-I Techniques of Counselling	12
Individual counselling	
Group counselling - Types of groups, Stages in group counselling	
Types of counselling - Directive, Non-directive, Eclectic MM - characteristics, steps, advantages and limitations	
Approaches to counselling - humanistic, scientific and behavioural approach – concepts	
Unit-II Cognitive Behaviourial Approach	12
Concepts, process and techniques of	
Rational Emotive Therapy	
Cognitive Behaviourial Therapy	
Transactional Analysis	
<i>Self Study – Application of approaches</i>	
Unit-III Experiential Approach	12
Concepts, process and techniques of	
Person centered therapy	
Gestalt therapy	
Existential therapy	
<i>Self Study – case study</i>	
Unit-IV Psychoanalytic Approach	12
Concepts, process and techniques of	
Freud's Psychoanalytic therapy	
Adlerian therapy	
<i>Self Study – case study</i>	
Unit-V Creative Art Therapy	12
Concepts, procedures and techniques of	
Music therapy	
Art therapy	
Drama therapy	
Psychodrama	
Dance therapy	
Play therapy	

Total Hours 60

Reference

Books

1. Manju G. (2003). Effective Guidance and Counselling, Mangal Deep Publishers, Jaipur.
2. Michael S.N. (1993). The Art and Science of Counseling and Psychotherapy. Merrill Pub Co. USA.
3. Nayak. N.K. (2002). Guidance and Counselling, APH Publishing Co, New Delhi.
4. Nayak.A.K and Rao.V.K., (2007). Guidance and career counselling, APH publishing corporation, New Delhi.
5. Pandey. V.C. (2005). Child counseling, Isha Book Publishers, New Delhi.
6. Patri. V.R., (2005). Counselling psychology, Author Press, New Delhi
7. Peterson, L.E. and Wefel, E.R (2000). Counselling Process, John Wiley , Japan
8. Rao. N.S., Srihari. M., and Rao, B.D., (2004). Guidance and Counselling, Discovery Publications, New Delhi
9. Selvan. B. (2000). Hand book of Counselling Psychology. John Wiley. New York.
10. Sharma. A.S., (2008). Counselling psychology, Common wealth Publisher, New Delhi.
11. Sharoy. J. (2005). counselling children, adolescents and families, Sage Publications, London

Course Outcomes:

1. Identify the techniques, types and approaches of counselling and recall the characteristics and steps
2. Understand the concepts of counseling approach and its implications in counselling types
3. Analyze the cases in relation to various therapies
4. Evaluate the cases and identify the therapy and techniques used
5. Formulate a framework of counselling approach for any given case

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	H	H	H	L	L	L	L	L	M	L	H	-	-
CO 2	M	H	H	H	L	M	M	L	L	M	M	H	-	-
CO 3	H	H	M	H	H	H	M	L	L	M	H	-	H	-
CO 4	H	H	M	H	H	H	H	L	L	M	H	-	H	-
CO 5	H	H	L	M	H	H	H	L	M	H	H	-	-	H

Organization of ECE Programme

Semester - II
23MHDC12

Hours of Instruction/week: 4
No. of credits: 4

Course Objectives

To enable students to organize ECE programme in terms of effective developmentally appropriate planning and transaction of curriculum, and assessment

Unit-I ECE - Indian Perspectives

12

History of Early Childhood Education in Indian and Western context
Contributions of Western and Indian philosophers
National Focus Group Position Paper on ECE (NCERT)
National Early Childhood Care & Education (ECCE) policy
National Early Childhood Care and Education (ECCE) Curriculum Framework

Unit-II ECE Curriculum

12

Definition, concept and types of ECE curriculum
Approaches and model - Montessori, High Scope, Bank street, The Creative curriculum
Vygotskian tools of Mind, Waldorf, Reggio Emilia

Unit-III Planning and Transaction of Developmentally Appropriate Curriculum

12

Curriculum Planning- Sources of curriculum, Components in terms of objectives, content, learning experiences and evaluation; Indicators of effective curriculum
Approaches to curriculum planning - Integrated, Emergent, Thematic, Project, Webbing approaches Principles Programme Planning
Types of Programme Planning - long term, medium term and short term planning, monthly/weekly and daily plan *Self Study – A Model for Planning an effective ECE curriculum model and applying in practice*

Unit-IV Teaching Pedagogy & Medium of Learning

12

ECE Pedagogy - Positioning, Empowering, Scaffolding, Co-constructing, Modelling, Questioning, Encouraging, Praising, Problem solving, and Documenting
Medium of learning: Play - Categories, Parten's stages of social play, Significance of play in ECE, Play equipment, Supportive conditions for quality play; Music and Movement – Significance, Forms, Activities Creative arts- Stages of development, Types of creative activities *Self Study – Story telling - Significance, Story-aids, Techniques*

Unit-V Assessment in ECE

12

Definition, concept and Purpose,
Assessment of children:

Types - Formative and Summative, Formal and Informal, Performance assessment, Dynamic assessment, Observation and methods of recording- descriptive, frequency counts, checklists, rating scale, rubrics, portfolios; standardized testing

Indicators of effective assessment

Assessment of ECE programme: Standards- Licensing and accreditation, measuring quality and effectiveness

Total Hours 60

Text Books:

1. Gupta, S. M. (2016). Early childhood Care and education, PHI Learning Private Ltd, New Delhi
2. Hildebrand. V., (1986). Introduction to Early Childhood Education, Collier Macmillan Publishers, London.
3. Kaul. V., (2009). "Early Childhood Education Programme". National Council of Educational Research and Training, New Delhi.
4. McMillan. M., (2006). The nursery school, Cosmo publications, New Delhi
5. Mishra. R.C., (2005). Early childhood care and education. APH Publishing corporation, New Delhi
6. Mohanty, J. and Mohanty. B., (2002). Early childhood care and Education, Deep and Deep Publishers, New Delhi
7. Siddiqi. N., Bhátia. S., and Biswas. S., (2005). Early Childhood Care and Education (Book 1), DOABA HOUSE, New Delhi.

Reference Books:

1. Bredekamp. S., (2014). Effective Practices in Early Childhood Education: Building a Foundation, 2nd Edition. Pearson Education, Inc. USA.
2. Gestwicki. C., (2014). Developmentally Appropriate Practice: Curriculum and Development in Early Education, Fifth Edition, Wadsworth, Cengage Learning, USA.
3. Bredekamp. S. and Copple. C., (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. NAEYC. USA.

Course Outcomes:

1. Identify types of ECE curriculum, programme, teaching pedagogy, medium of learning and assessment
2. Understand the concept of early childhood education in Western and Indian context and recognize the ECE policy framework at national level
3. Analyze the various models and approaches of ECE curriculum to identify its advantages and limitations
4. Design a developmentally appropriate ECE curriculum
5. Evaluate the designed developmentally appropriate ECE curriculum based on the specified indicators of effective curriculum

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	M	M	M	M	L	L	L	M	H	H	M
CO 2	M	M	M	M	L	M	M	L	L	L	M	M	L	L
CO 3	H	H	H	H	M	H	M	M	M	M	H	H	H	H
CO 4	H	H	H	H	H	H	H	H	M	H	H	H	H	H
CO 5	H	H	H	H	H	H	H	H	M	H	H	H	H	H

**Test and Measures of Human Development and Behaviour
- Practical III**

Semester- II

23MHDC13

Hours of Instruction/week: 4

No. of credits: 3

Course Objectives

To understand the methods and techniques of studying Human development

To study the methods of assessment techniques in analyzing personality, behaviour and adjustment pattern of an individual

Unit-I Case Study 12

Development of Interview schedule, Questionnaire, Rating Scale on any issues

Formulating Observation checklist on children's development and conducting a Case study

Unit-II Personality assessment Tests 12

Administration, scoring and interpretation of –

NEO – five factor Inventory – 3

16 PF, Eysenk's Personality Questionnaire

Unit-III Test on Vocational Development 12

Vocational Interest Rating Scale

Multifactor Interest Questionnaire

Differential Aptitude test

Unit-IV Behaviour, Adjustment and Relationships 12

Administration, scoring and interpretation of –

Behaviour Assessment System for children- 2nd ed. (BASC-2)

CBCL,

Global Adjustment Scale (GAS)

Parent Child Relationship Inventory

Unit-V Mental Health 12

DAT

SJOAI – Shamshad Jasbir Old Age Adjustment Inventory

Clinical Assessment Scale for Elderly

Total Hours 60

Course Outcomes:

1. Recognize the different tests and measures of assessment of human development and behaviour
2. Apply the tests and measurements to assess development and behaviour in different spheres
3. Analyze the assessment of development and behaviour and draw indices based on the norms of tests and measures
4. Evaluate and interpret the results of assessments
5. Formulate assessment tools to assess development and behaviour of individuals

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L	H	L	M	H	H	L	L	L	H	M	M	M	L
CO 2	M	H	M	H	H	H	M	M	M	H	H	H	H	M
CO 3	M	H	M	H	H	H	H	L	M	H	H	H	H	M
CO 4	L	H	H	H	H	H	H	L	M	H	H	H	H	H
CO 5	L	H	M	H	H	H	H	L	M	H	H	H	H	H

Counselling Skills and Techniques – Practical IV

Semester- II
23MHDC14

Hours of instruction/week: 4
No. of credits: 2

Course Objectives

To understand the significance acquiring counselling skills

To enhance knowledge on therapeutic counselling techniques

To master the skills of counselling through orientation, demonstration, role play, case analysis, peer group counselling

Unit 1 Visits and Observation

12

Visits to various counselling centers and clinics to understand the counselling settings - evaluate and report writing

Visit to various mental health and counselling centers to observe the counselling process and report writing

Unit 2 Case Analyses

12

Analyse the cases related to child abuse and neglect, anti social behaviour, substance abuse, personality problems and other problems related to stress, anxiety problems, depression, adjustment and behaviour problems.

Unit 3 Assessment and tests

12

Assessment and diagnosis of stress, anxiety problems, depression, adjustment and behaviour problems using suitable tests

Unit 4 Practice - Counselling skill

12

Attending skills, listening skills, responding skills, personalizing skills, initializing skills (Skill Practices in Peer Group)

Unit 5 Practice - Counselling approaches

12

Practice applying the suitable counselling approach through role play method – CBT, REBT, Transactional Analyses, Person centered therapy and Psychodrama

Total Hours 60

Course Outcomes:

1. Recognize the counselling skills and its application
2. Understand the role of counsellor in assessment and diagnosis of the problem
3. Analyse the counselling set up at organizational levels
4. Apply various counselling skills and conduct peer counselling
5. Evaluate the cases and formulate an approach for effective counselling

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	M	M	L	M	L	L	L	H	H	H	-	-
CO 2	H	H	H	M	M	M	L	H	M	H	H	-	H	-
CO 3	M	H	H	M	H	H	H	M	L	H	H	-	H	M
CO 4	L	H	H	H	H	H	H	H	L	H	H	-	H	-
CO 5	L	H	H	H	H	H	H	M	M	H	H	-	-	H

Gerontology

Semester - III
23MHDC16

Hours of instruction/week: 5
No. of credits: 4

Course Objectives

To enable the students to understand the dynamics of aging, its implication in research and services

Unit - I Introduction to gerontology	15
Gerontology - Definition, concept, history, importance and scope	
Types - Social gerontology, Biogerontology, Medical gerontology (Geriatric)	
The phenomenon of aging - biological, psychological, sociological and functional age; optimal aging, normal aging, primary and secondary aging and successful aging	
Theories of aging process – Sociological, Psychological and Biological theories of aging	
Myths and realities of aging	
Unit – II Physical and cognitive development at old age	15
<i>Developmental tasks and milestones (Self study)</i>	
Physical development - physical changes - nervous system, sensory system, cardiovascular and respiratory systems, immune system, physical appearance and mobility, adaptation	
Cognitive development - Memory, language processing, problem solving, wisdom, factors related to cognitive change	
Retirement and leisure time activities – adjustment to retirement, leisure activities	
Unit- III Psycho-social development at old age	15
Emotional and social development- Psychosocial development in old age, Erikson's theory – ego integrity Vs despair, Labouvie - Vief's theory, Peck's theory	
Relationships in late adulthood – marriage and divorce, widowhood, never-married, childless older adults, siblings, friendships; relationship across generations- adult children and their aging parent	
Unit- IV The Aging and Consequences	15
Health, fitness and disability – Physical and mental disabilities	
<i>Alzheimer, Dementia, Parkinson's Disease (Case analysis)</i>	
Stability and change in self-concept and personality	
Individual differences in psychological well-being	
Death, dying and bereavement	
Unit- V Aging in the New Millennium	15
Family Relationship- Intergenerational relationships	
Family caregiving - Second Parenting	
Societal attitudes, Stereotypes of aging and ageism	
Social security and Caregiving support services in India	
<i>(Related experiences - Visits to Old age home)</i>	
Aging at the global level - Life expectancy, Longevity, Implications of population aging world wide	
Total Hours	75

References:**Books:**

1. Berk., L. E., (2003). Development through the lifespan, 3rd edition, Published by Allyn& Bacon, U.S.A,
2. Hurlock. E. B., (2006). Developmental psychology, Tata McGraw-Hill Education, New Delhi
3. Papalia, D.E., (2007). Human Development, 9th edition, Tata MC Graw Hill Publication, New Delhi, 605-704
4. Poole. D., Warran. A., and Nunez. N., (2007). The study of Human Development, Pearson edition, New Jersey, 561-670
5. Santrock. J. W., (2007). A tropical approach to life span development, Tata Mc.Graw Hill Publishing Company, New Delhi

Course Outcomes:

1. Recognize the concept and phenomenon of process of aging
2. Understand the consequences of aging in relation with their health and socio economic profile
3. Apply the theories of aging to describe the developmental changes associated with aging
4. Analyze the best practices of geriatric care within their family and also in the community
5. Evaluate the issues related to aging in the contemporary society and the services available as well as catering to the need of the aged

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	M	M	M	M	L	L	L	L	L	H	M	M
CO 2	H	M	M	H	H	H	M	L	L	L	L	H	M	M
CO 3	H	H	H	H	H	H	H	M	M	M	M	H	H	H
CO 4	M	H	L	M	M	M	M	M	L	L	M	M	M	M
CO 5	H	H	H	H	H	H	H	M	M	M	M	H	H	H

Human Rights (Open Book)

Semester - III
23MHDC17

Hours of Instruction/week: 3
No. of credits: 4

Course Objectives

To enable the students to understand the concept and significance of human rights and gender issues.

Unit-I Human Rights – an overview

9

Concept and definition, need and significance of Human Rights

Evolution of Human Rights, Charter, International convention of Human Rights,

Universal Declaration of Human Rights (UDHR)

Unit-II Human Rights in India

9

Human Rights in India – Fundamental rights, Directive principles, Fundamental duties and advocacy.

Classification - Civil and Political Rights, Economic, Social and Cultural Rights, Emotional Rights, Moral and Legal Rights

Unit-III Women Rights

9

Women and Human Rights in India – Women in India, Constitutional rights of women
Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW),

Violence against women and women's rights – sexual harassment and rape, health and nutritional deprivation, gender disparities and political discrimination; Reproductive rights of women, National commission for women

Unit-IV Child rights

9

Children in India – Health, nutrition and educational status of children in India, Convention on the Rights of the Child (CRC), Rights of children - Fundamental Rights and Directive Principles under the Indian Constitution; Violation of child rights – child labour, gender disparities – Infanticide, Foeticide, Girl child, Children of prostitutes, Child prostitutes and trafficked children, Street children, Refugee children and Child victims of war and Children with special needs; National Commission for Protection of Child Rights (NCPCR)

Unit-V Gender Issues

9

Definition and concept of gender; Difference between sex and gender

Gender disparity – concept, areas, impact and remedies

Gender mainstreaming - Meaning / concept; Need for gender mainstreaming

Gender Sensitization - Need for gender sensitization, Preparation of model for gender sensitization

Status of Women in Contemporary Indian Society-Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence against Women at Public and Private Domain; Government laws and constitutional measures; Indicators of women empowerment, Amartya Sen's inequality

Total Hours 45

References Books

1. Candrasekaran.A., (2000). Human rights awareness in education- Human Rights in India – Historical, social, political Perspectives, Oxford University Press, NewYork
2. Chan,J,(2007). Education for human rights, Anshah publishing house,Delhi
3. Clattion, R., and Tomlinson, H., (2000). The law related to human rights, Oxford University press, NewYork
4. Das, A. and mohanty, P.K. (2004). Human Rights in India, Sarup and Sons,New Delhi
5. Gopal krishnan, B., (2004). Rights of Children, Awishkar publishers,Jaipur
6. Goyal .P.K., (2005), Human Rights and Humanitarian affairs, Vista International Publishing House, Delhi
7. Reicheert,E (2008). challenges in human rights, Chaman enterprises, NewDelhi
8. Roy, A.N.(2007). Human rights, tasks, duties, functions, Sheetal printers,Jaipur
9. Srivastava, D.K.(2009). Human rights in India, Annbhav publishing house, Allahabad
10. Symonides. J., (2002). Human Rights concept and standards, UNESCO publishing, Rawat publications, New Delhi

Journals

1. Journal of family welfare, FPA, India
2. Kurukshetra – A journal of rural development, Soochana Bhavan, New Delhi
3. Manushi, Manushi trust, New Delhi
4. Research Highlights, Saradalaya press, Coimbatore

Reports

1. Human Development Index Trends.
2. UN center for Human rights, The Rights of Indigeneuos peoples (Geneva : World campaign for Human Rights,1997)

Course Outcomes:

1. Identify the concept, classification and significance of human, women and rights
2. Understand the human rights issues in India with reference to vulnerable groups
3. Apply the knowledge of gender issues in formulating strategies for promoting gender equality
4. Evaluate the effectiveness of human rights in the current scenario in view of the present status of vulnerable group
5. Analyze the strategies for advocating human rights in the society.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	L	L	L	L	L	L	L	-	M	M	L	M	L
CO 2	M	M	M	H	L	M	M	L	-	M	H	M	M	M
CO 3	H	H	M	M	H	H	L	M	-	M	H	L	H	H
CO 4	H	M	M	L	M	H	L	H	-	M	H	H	M	M
CO 5	M	H	H	M	M	H	M	L	L	M	H	-	H	H

Children with Special Needs

Semester - III
23MHDC18

Hours of instruction/week: 5
No. of credits: 4

Course Objectives:

To enable the students to have an overview on the concept of disability and define the different categories of disabilities

Know the educational services of the disabled

Unit-I Differently abled children	10
Concept, meaning and definition	
Difference between impairment, disability and handicap, delays and challenged	
Need for early identification and early intervention	
<i>Role of teacher in special schools and integrated schools (self study)</i>	
Unit-II Intellectually challenged children	10
Definition, classification (Wechsler's)/types, characteristics, causes, prevention and management, Gifted and creative children, Mentally retarded children, Cerebral palsy	
Unit-III Neuro developmental disorder	25
Definition, classification/types, characteristics, causative factors, prevention and management -Slow learners, Learning disability, ADHD, Down syndrome and Autism	
Unit-IV Sensory/communicative disorder	15
Definition, classification/types, characteristics, identification, treatment and management	
Visual impairment	
Hearing impairment	
Speech impairment	
Unit-V Motor disabilities	15
Definition, characteristics, significance and symptoms, treatment and management - muscular dystrophy, spina bifida, traumatic injuries spinal cord injury, multiple sclerosis, tics disorder, loss or damage of limbs	
Total Hours	75

References:

Books

1. Mangal S.K., (2009). "Educating Exception Children", PHI Learning Private Limited, New Delhi.
2. Reddy G.L., and Sujatha J., (2006). "Children with Disabilities" Discovery Publishing House, Newdelhi.
3. Reddy G.L., (2007). "Education of Children with Special Needs" Discovery publishing House, New Delhi.
4. Reddy L., Ramar R., and Kusuma A., (2004). "Hearing Impairment-An Educational Consideration", Discovery Publications, New Delhi
5. Relakar S., Delvi U., and Kaut A., (2006). "Fundamentals of speech and speech teaching".
6. Sharma K., (2006). "Rehabilitation of Hearing Impaired Children", Sarup and Sons, New Delhi.
7. Singh V., (2004). "Education of the blind and Visually Impaired", Sarup and Sons, New Delhi.
8. Taneja C.B., (2005). "Importance and need for special education, ABH Publications, Jaipur.
9. Vijayan P., and Victoria G., (2006). "Education of Children with Low Vision", Kanishka Publishers, New Delhi.

Journals:

1. Childhood disability update-Aromoc scientific communication, New Delhi.
2. Consult Education for persons with handicapped, NIMHANS, Bangalore.

Course Outcomes:

1. Recognize the types of disability/disorder and recall its characteristics
2. Understand the need for early identification for early intervention to reduce the severity of the disability/disorder
3. Apply the learnt concept in early identification of the disability/disorder for referral services
4. Analyse the causative factors and its management strategies for each type of disability/disorder
5. Evaluate the existing treatment focusing on the severity of the disability/disorder

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	H	M	-	-	-	-	L	L	-	M	H	M
CO 2	H	H	M	L	-	L	-	-	L	L	-	M	H	L
CO 3	H	H	M	M	-	M	M	-	L	L	M	M	M	L
CO 4	H	M	H	H	L	-	M	-	L	L	M	M	M	M
CO 5	H	M	H	L	L	-	M	L	L	L	M	M	M	M

Personality Development

Semester- III
23MHDC19

Hours of instruction/week: 4
No. of credits: 4

Course Objectives

To enable students to understand the nature of personality and equip the skills to develop healthy personality

Unit-I Nature of personality

12

Definitions, meaning and basics of personality

Different forms of personality

Big 5 factors - OCEAN

Role of heredity, environment and situation in personality development

Impact of media culture on personality development (self study)

Unit-II Determinants of personality

12

Determinants - Physical, intellectual, emotional, social, sex, educational, aspiration and achievement

Unit-III Theories of personality

12

Freud's Psychoanalytic theory - levels of consciousness - Id, ego, superego,

Defense mechanisms

Carl Jung's theory - Collective unconsciousness

Alfred Adler theory - feeling of inferiority and superiority

Eysenck's theory - Introvert - extrovert and Stability - instability

Erickson's Psycho-social theory

Implications (Self Study)

Unit-IV Attributes of Personality development

12

Building self-image, self-esteem and self-confidence

Working on attitudes

Body language

Communication skills

Public speaking

Social etiquette

Projecting a Positive Social Image

Grooming and looking great (Self Study)

Unit-V Personality Disorder

12

Personality Disorders - Concept and Definition, Types – three clusters;

Symptoms and characteristics,

Causes and treatment of Personality Disorders

Total Hours

60

Reference

Books:

1. Fediman. J., (2009), Personality and Personal Growth, Darling Kinderly publications, South Asia.
2. Hariharan. M., (2008), Coping with Life Stress, Sage Publications, New delhi.
3. Harish. C.M., (2007), Personality development modern methods and techniques, Paradise Publishers, Jaipur.
4. Howard. F.S., (2006), Personality: Classic Theories and Modern Research, Dorling Kindersley (India) Pvt. Ltd, New Delhi.
5. Hurlock. E.B., (2008), Personality Development, 32nd edition. Tata-McGraw Hill Publishing Company limited, New Delhi.
6. John. A., (2007), Personality Development, Lotus Press, New Delhi.
7. Santrock J.W., (2007), Psychology Essentials, Tata McGraw Hill Publications, New Delhi.
8. Wallace R.H. and Mastress C.A., (2009), Personality Development, Baba Baskheneth Publishers, India.
9. Wallance. M., (2008), Personality Development, South Western cengage Learning, India.
10. Wilfret. P., (2008), Personality Development for Successful Interviews, Pearl Books, New Delhi.

Journals:

1. Journal of Child development, Black Well Publications Pvt ltd, United States.
2. Psychological Studies, ICSSR, New Delhi.
3. Young Children, Polly Green Publications, Washington.

Course Outcomes:

1. Identify the forms and determinants of personality and recognize the attributes of personality and personality development
2. Understand the interactions between heredity and environment and among the attributes of personality in personality development
3. Infer the theoretical perspectives of personality and apply its implications in assessment of personality development and personality disorder
4. Evaluate the theoretical perspective and determinants of personality in developing and enhancing one's personality
5. Formulate a framework to show linkages between determinants of personality, theoretical perspective, attributes of personality and personality disorder to come up with a model to enhance knowledge about personality and personality development

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	M	M	M	M	L	L	L	M	M	H	M	L
CO 2	H	M	M	M	M	M	L	L	M	M	M	H	M	L
CO 3	H	H	M	H	H	H	H	L	M	M	M	H	M	H
CO 4	H	H	H	H	H	H	H	M	L	H	M	H	H	H
CO 5	H	H	M	H	H	H	H	M	M	H	H	H	H	H

ECCE - Practices and Portfolio Development - Practical V

Semester - III
23MHDC20

Hours of Instruction/week: 6
No. of credits: 3

Course Objectives

To achieve skills in planning, implementing and evaluating ECE programme
To gain experience as ECCE professional by developing a portfolio

Unit-I Planning and Execution of ECCE programme	20
Curriculum Development & Program Planning - Identifying the Curriculum approach of the Child Lab; Developing an ECCE Curriculum Framework; Design an Annual Conceptual organizer with thematic approach; Identify the learning experiences with webbing approach; Planning the monthly, weekly and daily schedule with integrated approach; planning for a Project	
Implementation – conducting the planned programme by incorporating DAP principles	
Evaluation of implemented programme	
Unit-II Setting up Interest area/ learning centre	15
Appraisal of Early Learning Environment based on DAP principles	
Interest area/ learning centre arrangement in Child Lab – Creative centre, Manipulative centre, Language & Literacy centre, Dramatic play centre, Science centre, Music & Movement centre	
Unit-III Development of Early Childhood Portfolio	20
Developing a Traditional and digital Portfolio of a child – Data collection and interpretation through one qualitative and one quantitative observation/assessment, artifacts and review, Develop a case study with collected evidences	
Unit-IV Management of ECCE centres	15
Event Management – Functions and Celebrations, special activities- Health camps & field trips	
Working with parents – Organising Parent education classes, workshops, Parents teacher meeting, Case Conference with parents	
Maintenance of records and registers	
Unit-V Development of Professional Portfolio	20
Develop a portfolio in preparation of becoming a ECE professional - Pre-planning review, Identification of objectives and outcomes and mapping it with knowledge and skills, Gathering supporting documents and evidences, Assembling the portfolio and writing the narrative summary, Evaluation of the portfolio	
Total Hours	90

Course Outcomes:

1. Understand the curriculum approach, organizational structure, function of the ECCE centre, and the concept of portfolio development and its importance in ECCE
2. Plan the ECE programme based on the formulated Curriculum framework with the identified approach and portfolio development as a ECCE professional
3. Implement the planned programme in day to day activities in the Child Lab and Evaluate the executed programme
4. Appraise the procedures and techniques for portfolio development of self and child
5. Restructure ECCE programme and develop portfolios as ECCE professional by applying the learned procedures.

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	M	H	H	H	M	H	M	H	H	H	H	H
CO 2	H	H	H	H	M	H	H	L	M	H	H	H	H	H
CO 3	H	H	H	H	M	H	H	H	M	H	H	H	H	H
CO 4	M	H	H	H	M	H	M	M	M	H	H	H	H	H
CO 5	H	H	H	H	M	H	M	M	M	H	H	H	H	H

Life Skills for Quality Living - Practical VI

Semester – III
23MHDC21

Hours of Instruction/week: 4
No. of credits: 2

Course Objectives

To learn, practice and internalize life skills for quality living
To gain knowledge of different training methods, techniques
To make proper use of aids and materials for life skills training

Unit- Introduction to life skills	12
Concept and internalizing life skills	
<i>Situations of application of life skills in day today life (Self study)</i>	12
Unit-II Introducing ten core life skills	
Mother skills- Self- Awareness, Empathy	
Thinking skills, Critical thinking, Creative thinking	
Negotiation skills- Decision making, Problem solving	
Survival skills-Effective communication, Interpersonal relationship	
Coping skills- Coping with emotions, Coping with stress	
<i>Examples of core life skills (Self study)</i>	12
Unit-III Games and activities of life skills training	
Designing five games/activities for each skills	
Steps in module development on 10 core life skills	12
Unit-IV Preparation of training aids	
Importance, general principles of using audio-visual aids	
Different forms of training techniques	
<i>Arrangement of training room (Self study)</i>	12
Unit-V Presentation skills	
Preparation	
Demonstration	
Assessment	

Total Hours 60

Course Outcomes:

1. Familiar with the concept of life skills and identify the ten core life skills needed for a healthy and productive life
2. Understand the prominence and employment of life skills to enhance adaptive and positive behaviour in individuals
3. Make practical and realistic use of core life skills in daily life to deal with the demands and challenges of everyday life
4. Differentiate between life skills and other skills that helps in acquiring coping and self-management skills to promote health and development
5. Characterize and internalize life skills towards receiving, responding, exploring and translating into actual abilities

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	-	M	M	M	-	M	M	M	-	M	M	L	M	H
CO 2	M	M	H	H	H	H	H	H	-	H	H	L	M	H
CO 3	-	-	H	H	H	H	H	H	-	H	H	L	M	H
CO 4	-	M	-	-	-	-	M	M	-	-	-	-	M	M
CO 5	-	-	H	H	H	H	H	H	-	H	H	-	M	H

Appraisal of Child, Women and Family Welfare Programmes (Self study)

Semester - III

23MHDC22

Hours of instruction/week: 1

No. of credits: 4

Course Objectives

To develop awareness on the status of children and women in India

To be aware and gain insight on welfare programmes for children and women and help utilize the same for the benefit of women and children in difficult circumstances

Unit I Meaning and Concept of welfare programme

3

The concept of Women, Child and Family Welfare, Objectives and Needs, Classification and types of welfare programmes for women child and family; History of women, child and family welfare in India, Social change and Social welfare, Role of central and state welfare boards and local bodies, Promotion and advocacy of welfare programmes.

Unit II Welfare programmes for children

3

Status of children in India – Demographic picture of health, nutrition and education; Compulsory and free education for children, child health and nutrition policy, national policy for children – salient features and priority areas; Girl child protection and welfare schemes, Gender inequality – infanticide and foeticide, Pre-Natal Diagnostic Act, Disabled Children Act, Juvenile justice Act (2004, 2015) Juvenile Justice (care and protection of children) amendment bill, 2018, Hindu Law of Adoption, Guardianship and Wards Act; Demographic condition of children in difficult circumstances – Child labour, street children, destitute children, refugee children, trafficked and children of prostitutes, children victims of abuse- Child Labour Prohibition Act, intervention and rehabilitation programmes.

Unit III Welfare programmes for Women

3

Status of women in India – Issues and challenges of women in India, demographic picture of women's health, nutrition and education, political and economic status. Women in difficult circumstance – destitute and deserted women, trafficked women and prostitutes – policies and programmes for protection and rehabilitation.

Women victims of domestic violence, sexual harassment and rape– Protection of Women from Domestic Violence Act 2005, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

Maternal benefit scheme, Pension schemes for widow, Life insurance policy for women, National Policy for Women, National Commission for women.

Unit IV Family welfare programmes

3

Rationale for Family welfare and implications, Legal Provisions Against Dowry and its Implications, Poverty Alleviation programmes in India, Saksharatha andolana (Literacy programme), Sarva shiksha abhiyan, Housing schemes, Food for work programmes, Employment Programmes for youth in India, Policies and Programmes of International Planned Parenthood Federation (IPPF) and Family Planning Association of India (FPAI), Maternity /Paternity benefits.

Unit V National programmes and International agencies of child, women and family welfare

3

Objectives and functions of national programmes/schemes – ICDS, NRHM, NIPPCD, NREGA/MGNREGA, NABARD, Central Government employment schemes for youth and unemployed. Objectives and functions of international agencies – WHO, UNICEF, UNESCO, World Bank, Red Cross Society.

Total Hours 15

References

1. Arunachalam. J., (2005). Women's Equality, Gyan Publishing house, New Delhi
2. Bakshi, S.R., (2000). Child welfare and development, Deep and Deep Publications, New Delhi
3. Barret. P.M., and Ottendick. T.H., (2004), Interventions that work with children and adolescents, John Wiley and Sons, Chidrester
4. Kumar. A. S., (2007). Child Development – Issues and regulations, Cyber Tech Publications, New Delhi
5. Niranjana (2000). Status of women and family welfare, Kanishka Publications, New Delhi
6. Park. J.E., and Park. K., (2000). Preventive and social medicine, Banarsidar Bhanat Publishers, Jabalpur.
7. Sachedeva. D.R., (2008). Social welfare administration in India, Kitab Mahal Agencies, Allahabad
8. Singh. M., (2007). Women and child, Kalpaz Publications, New Delhi
9. Usmani, B.D., (2007). Social organization, Anmol Publications, New Delhi

Reports

1. National Reports on Welfare Programmes.

Course Outcomes:

1. Recognize the meaning and concept of welfare programmes in India.
2. Identify various family, women and child welfare programmes and the agencies functioning for the same.
3. Understand the need and importance of welfare programmes in the development and wellbeing of the people.
4. Analyze the objectives and purpose welfare programmes and its impact on the status of children, women and families
5. Appraise the level of utilization of benefits of the welfare programmes and its impact on the national development.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	-	L	-	-	-	-	-	-	-	-	-	-	-	M
CO 2	-	M	-	-	L	L	-	L	-	-	-	-	-	M
CO 3	-	-	-	-	L	L	-	M	-	-	-	-	-	M
CO 4	-	M	-	-	L	M	-	M	-	-	-	-	-	H
CO 5	-	-	-	-	L	M	-	M	-	-	-	-	-	H